DOCUMENT RESUME

ED 058 986 24 RC 005 917

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TITLE Sources of Funding for Outdoor Education.
INSTITUTION New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO BR-6-2469
PUB DATE Nov 71
CONTRACT OEC-1-6-062469-1574
NOTE 34p.
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0877; $0.40)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Agencies; Curriculum Enrichment; *Federal Aid; *Financial Support; *Outdoor Education; *Private Financial Support; School Taxes; State Aid

ABSTRACT

The financing of outdoor education should be the responsibility of the school district according to the same policies that pertain to other emphases in the curriculum. However, sources of funding other than local school tax funds are state funds, Federal funds, and private funds. State funds that might be used for outdoor education programs include funds for inservice education of teachers, urban education, vocational education, and education of the handicapped. Federal financial assistance is available from sources which include the Environmental Education Act, Legacy of Parks Program, Land and Water Conservation Fund, and Elementary and Secondary Education Act. Numerous private agencies, organizations, and foundations have funds available for support of environmental and outdoor programs. In the document, narrative information and a chart of funding sources describe the types of funds, their purposes, who may apply, and how to receive further information; address lists of state education departments, U.S. Department of Housing and Urban Development regional offices, Bureau of Outdoor Recreation regional offices, U.S. Office of Education regional offices, and state agencies for surplus property are appended. (JH)

ED 058986

SOURCES OF FUNDING FOR

OUTDOOR EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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by

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New York State Education Department

November 1971

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)

New Mexico State University

Las Cruces, New Mexico 88001

A Unit of the Educational Resources Information Center of the National Center for Educational Communication, USOE

This publication was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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Stock Number 1780-0877

RC 005917

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OUTDOOR EDUCATION IN THE SCHOOL CURRICULUM

Study of the natural environment through utilization of the outdoors has become an integral and necessary part of the educational curriculum. Studying one's immediate surroundings--the people, places, and things--helps an individual to become more fully acquainted with the concepts, understandings, appreciations, and relationships of man and his environment. One approach to providing such experiences is through outdoor education.

Concerned with direct learning experiences which utilize the natural environment in attempting to achieve educational goals, outdoor education is not a separate discipline but an essential part of the total school curriculum that provides opportunities to enrich the educational process by extending the classroom beyond four walls.

Outdoor education is directly related to the school, community, and life of the child. It involves pupils, teachers, and resource people planning and participating together so that learning is most meaningful in relation to the preparation and follow-up of work done in the classroom.

Teaching in, for, and about the outdoors makes it possible for pupils to understand the world better, to develop an understanding of the interrelationships of man and nature, to gain an appreciation of our social heritage, and to contribute to improved human relationships.

THE SCOPE OF OUTDOOR EDUCATION

Outdoor education may be classified according to three general types of activities: (1) school-site experiences, (2) field trips, and (3) resident experiences. School-site experiences utilize outdoor areas on or adjoining the school grounds. Field trips necessitate leaving the school site and visiting, for example, community facilities. Resident outdoor education involves teachers and pupils living, working, and learning at an outdoor school for a specific number of days.

FINANCING OUTDOOR EDUCATION

Outdoor education attempts to enrich the educational curriculum

and, therefore, should be considered an essential part of the total school program. In general, the financing of outdoor education should be the responsibility of the school district according to the same policies that pertain to other emphases in the curriculum. This is particularly true with respect to field experiences requiring little if any funding other than for transportation. For resident outdoor education programs, the cost of rental or purchase of lands and facilities should be assumed by the school district just as is done with other parts of the school plant. Likewise, transportation, instructional and leadership services, insurance, supplies, and equipment should be provided by the school district just as is done with other aspects of the instructional program.

The cost of food for pupils while living at the outdoor school should be assumed by the family since it has the responsibility for care of its children. However, under no circumstances should a child be excluded from a resident outdoor education experience due to lack of funds. Where such situations exist, social agencies and community service organizations often provide financial assistance.

In some school districts where funds have not been allocated for outdoor education, the program is fully financed by parents or by pupils working on home, school, or community projects. In other situations, program costs are shared between parents and the board of education, with parents usually paying the food cost and the school district assuming all other expenses.

SOURCES OF FUNDING OUTDOOR EDUCATION

Sources of funding for outdoor education usually fall into four general categories: (1) local school tax funds, (2) state funds, (3) Federal funds, and (4) private funds.

Local School Tax Funds

As stated previously, the school district should allocate school tax

funds to cover the cost of providing pupils with outdoor education experiences. Expenditures for such a program should be an integral part of the school district's budget. If budgetary reductions are necessary, all aspects of the school budget should be reduced proportionately rather than certain programs being eliminated.

The education laws of most states allow school districts to conduct programs of outdoor education, particularly with respect to school-site experiences and field trips. A few states--including California, Michigan, New York, Virginia, and Wisconsin--provide specific legislation permitting school districts to lease or purchase camps and to expend tax funds for resident outdoor education programs. In states where enabling legislation is not provided, school districts may still be able to utilize such facilities and expend tax funds for such programs.

State Funds

State financial aid is provided to school districts through state legislation. Some funds are designated for specific educational programs; other funds may be utilized for general purposes, including outdoor education.

Boards of Cooperative Educational Services

One source of state funds for outdoor education is through boards of cooperative educational services. States which have such an arrangement create cooperative boards, usually on the basis of geographic organization, to administer shared services and programs that local school districts cannot provide as economically or as efficiently on their own. Each district which desires certain shared services pays a pro-rated amount of the cooperative boards' administrative cost on a per-pupil basis.

Boards of cooperative educational services may serve as the sponsoring agency for outdoor education programs by providing an administrative center and staff working as a service unit to assist

individual school districts not only to become involved in the program but also to operate their outdoor education activities throughout the school year and during the summer.

Many of these cooperative educational service programs, which permit participating school districts to receive reimbursed state aid for monies spent in outdoor education, make possible such aspects of outdoor education as (1) inservice education of teachers, (2) consultant services, (3) field trips, and (4) resident programs.

To determine if your state provides shared services and aid to local school districts through boards of cooperative educational services, contact your state education department. (Addresses of all state education departments are given on pp. 23-26.)

Inservice Education of Teachers

Some states provide financial assistance to local school districts for inservice education of teachers. Individual school districts or a group of school districts in a state may submit an inservice education program proposal for outdoor education to the state education department, which reviews the proposal and considers it for approval. If approved, state funds may be provided to cover all or part of the expenses required to conduct the inservice education program. Inquiries about state inservice funds for outdoor education should be made through the state education department in your state.

Urban Education

State funds have also been allocated to urban school districts to improve the quality of education for inner-city children. Some urban school districts have utilized part of this funding to provide outdoor education experiences, including resident programs. Information on urban funding for outdoor education is available from the education department in your state.

Vocational Education

In most states, funds are provided to local school districts to assist them in implementation of vocational education programs. Vocational education designed to offer students outdoor education experiences, particularly those related to outdoor-type vocations, could be financed through such funds. Specific details on availability of such funds should be obtained from your state education department.

Education of the Handicapped

State financial assistance is available to school districts to provide instructional services for handicapped children. Outdoor education experiences can fulfill many of the needs and interests of handicapped children, and these types of programs have been conducted using such funds. Further information on funding outdoor education programs for handicapped children may be obtained from your state education department.

Federal Funds

Federal financial assistance to education has provided educational institutions with numerous sources of funding, including funds for outdoor education. Some of these sources are discussed below.

Environmental Education Act

This Act and the funds provided by it are directed toward education as a whole. Grants and contracts are available for such environmental education activities as (1) the development of curricula, (2) the dissemination of information, (3) support of environmental education programs at the elementary and secondary levels, (4) preservice and inservice training programs and projects, (5) the planning of outdoor ecological study centers, (6) community education programs, and (7) the preparation and distribution of materials suitable for use by the mass media.

All public and private nonprofit agencies, institutions, and organizations are eligible to apply for grants under this Act. Local education agencies should develop written proposals--including the educational goal, project description, budget information, and evaluation procedures--and submit copies of the proposals to the appropriate state education agency. At the same time, local education agencies should also submit the proposals to the U.S. Office of Education.

For information and a handbook on preparing proposals, contact Environmental Education, Office of Priority Management, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Legacy of Parks Program

Under the direction of the U.S. Department of Housing and Urban Development, this program makes it possible for local governments to obtain 50-50 matching funds for new parks, playgrounds, and open spaces, and up to 75 percent for sites centering about urban populations.

High priority will be given to the development and improvement of land already in public ownership--such as undeveloped parks or playgrounds and tax-delinquent lots. Special attention will be given to projects that increase the recreational use of existing and new schools by developing adjoining parks and recreational facilities for nearby residents.

Eligible projects could include parks, mini-parks, playgrounds, open spaces, nature study and environmental education areas, park-school sites, and open spaces involving historic sites.

City officials and others interested in more information should contact "Legacy of Parks," in care of the nearest regional office of the U.S. Department of Housing and Urban Development (see p. 27 for a list of regional offices) or in care of the U.S. Department of Housing and Urban Development, Washington, D.C. 20410.

Land and Water Conservation Fund

This fund assists states and their political subdivisions in ensuring that citizens of this and future generations have accessibility to outdoor recreation resources.

To receive grants from the Land and Water Conservation Fund, the state must develop a comprehensive statewide outdoor recreation plan. In addition to serving as a guide for Federal grant assistance, the plan serves, among other purposes, as an opportunity for local units of government and private citizens to take part in their state's outdoor recreation and environmental quality planning programs; the plan also provides a practical tool for coordinating all outdoor recreation and environmental conservation programs.

Grants are made on a 50-50 matching basis, with the Federal share based on allowable project cost. Any state or local unit of government created under authority of state law is eligible for a grant.

Project proposals must be submitted to the Bureau of Outdoor Recreation through a "state liaison officer" designated by the respective state governor. The names and addresses of state liaison officers are available from the U.S. Department of the Interior, Bureau of Outdoor Recreation Regional Offices (see p. 28 for a list of regional offices). The bureau's Outdoor Recreational Grants-in-Aid Manual, which contains detailed procedures for the program's administration, is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Land and Water Conservation Fund assistance may also be coordinated with other sources of funding, such as Title III of the Elementary and Secondary Education Act (ESEA). Fund assistance may be granted for the acquisition and development of outdoor recreation areas and facilities which will be utilized primarily by the general public but which also will be available for outdoor education classes. Educational facilities to be used solely by schoolchildren as part of an outdoor education curriculum or to be used as a substitute for

facilities normally required by the school district are not eligible for assistance under this fund.

Eligible facilities of interest to school officials are group campgrounds that may be used by school classes but not to the exclusion of the general public. Nature trails may be developed in existing public areas for outdoor education field trips. Outdoor education centers, nature huts, braille trails, and, of course, facilities for field sports and general participant-type recreation are examples of eligible Land and Water Conservation Fund projects. A school district is eligible if it has general recreation authority or leases facilities or land to a park or recreation agency for administration.

For information on coordinating Land and Water Conservation Fund assistance with ESEA Title III projects, contact your state education department or the Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Elementary and Secondary Education Act

Title I - Financial Assistance to Local Education Agencies for the Education of Children of Low-income Families

ESEA Title I provides reimbursement to boards of education of public school districts for programs designed to meet the special educational needs of educationally disadvantaged children in schools having high concentrations of children from low-income families.

Local public school authorities file project application forms with the ESEA Title I unit in the state education department and, after review of project applications, are advised as to the disposition of the project.

Outdoor education projects--including resident programs, school-site development, inner-city programs, and school gardens and farms--have been approved and funded under Title I. Full reimbursement is

also available for educational programs targeted at children whose migrant parents are seasonally employed in agricultural or food-processing activities. In keeping with this, outdoor education programs for children of migrant workers have been approved and funded under Title I.

Title II - School Library Resources, Textbooks, and Other Instructional Materials

ESEA Title II provides direct grants to eligible public agencies for the acquisition of school library resources--including books, periodicals, audiovisual materials, and other printed or published instructional materials. Grants are based on program priorities, standards, and criteria. Library resources concerned with outdoor education could be funded under Title II. Educational agencies should apply directly to their respective state education departments for grant applications.

Title III - Supplementary Educational Centers and Services

Title III of ESEA provides grants for supplementary educational centers and services (1) to stimulate and assist in the provision of vitally needed educational services not available in sufficient quantity or quality and (2) to stimulate and assist in development and establishment of innovative and exemplary elementary and secondary school educational programs to serve as models for regular school programs.

In the establishment, maintenance, operation, and expansion of Title III programs, including lease or construction of Title III programs and acquisition of necessary equipment, the focus is on enrichment of programs of local elementary and secondary schools--especially through offering a diverse range of educational experiences to persons of varying

talents and needs.

Outdoor education programs, particularly those of a comprehensive type, have been funded under Title III. Some of these are resident programs, site-development programs, inner-city programs, school gardens and farms, and work-study programs. Grants are also available for (1) studying the possibilities of using existing areas for outdoor education, (2) planning summer education programs, (3) designing conservation centers, and (4) studying the feasibility of cooperative school district outdoor education programs.

Local public educational agencies should file project application forms with the ESEA Title III unit in their respective state education departments.

Title IV - Cooperative Research Program

ESEA Title IV provides grants for research surveys and for demonstrations in the field of education to universities and colleges; other public or private (nonprofit) agencies, institutions, and organizations; and individuals. Contracts for Small Project Research must require no more than $10,000 from the U.S. Office of Education and must take no longer than 18 months for completion.

Applications must be prepared according to U.S. Office of Education instructions. General project proposals should be sent to the Research Analysis and Allocation Staff, National Center for Educational Research and Development, U.S. Office of Education, Washington, D.C. 20202, or to respective regional offices of the U.S. Office of Education (see p. 29).

Title VIII - Dropout Prevention Projects

ESEA Title VIII authorizes grants to local education agencies for demonstration projects involving the use of innovative methods, systems, materials, or programs which show promise of reducing the number of children who do not complete their education in elementary and secondary

schools. Outdoor education programs designed for this purpose could be funded under Title VIII.

Local education agencies may obtain information and project application forms from the Dropout Prevention Programs Branch, Division of Plans and Supplementary Centers, U.S. Office of Education, 7th and D Streets, S.W., Washington, D.C. 20202.

Education of the Handicapped Act

Under this Act, grants are authorized for the purpose of assisting local education agencies in initiating, expanding, or improving programs for handicapped children, including those who are mentally retarded, hard-of-hearing, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, or crippled.

Some of the provisions of the Act allow for (1) funds to prepare teachers who work in the education of the handicapped, including personnel in physical education and recreation for the handicapped; (2) funds to conduct research in the areas of the handicapped; and (3) funds to develop model preschool and early childhood education programs for the handicapped.

Outdoor education experiences for handicapped children have been approved for funding under this Act.

Local public school authorities file project application forms with the unit for handicapped children in respective state education departments. For additional information on this Act, contact either your state education department or the Bureau of Education for the Handicapped (DHEW), U.S. Office of Education, Washington, D.C. 20202.

Federal Property and Administrative Services Act

This Act provides a means whereby educational and health institutions and civil defense organizations may procure Federal surplus equipment (property) for use in their programs. All property is donated, with a small "service charge" assessed against each item donated.

The property is stocked and displayed in Warehouse Distribution Centers and may be visited by authorized surplus property representatives of an eligible institution for the purpose of reviewing, selecting, and acquiring needed property. Property available under this program includes agricultural machinery and equipment; construction and building materials; instruments and laboratory equipment; photographic equipment; food-preparation and serving equipment; books, maps, and other publications; and recreational and athletic equipment.

Some educational institutions have made excellent use of this resource to obtain equipment and supplies for outdoor education programs.

Information concerning application forms to apply for eligibility to participate in this program is available from your State Agency for Surplus Property. (A list of these state agencies appears on pp. 30-32.)

National Forest Camps

This program is intended to provide school systems and other public agencies with the opportunity to construct and operate camps for outdoor recreation and education in National Forests.

For additional information, write to the Forest Service, U.S. Department of Agriculture, Fourteenth Street, S.W., Washington, D.C. 20250.

Recreation and Public Purposes Act

This Act provides school systems and other public agencies with the opportunity to purchase or lease land in the public domain for educational or recreational purposes. Available lands are in states west of the Mississippi River.

For additional information, contact the Bureau of Land Management, U.S. Department of the Interior, Washington, D.C. 20402 (request details concerning Community Recreation and the Public Domain).

Education Professions Development Act

Concerned with the training and retraining of educational personnel, this Act is designed to help local school districts, state education agencies, and colleges and universities develop more effective ways to recruit, train, retrain, and utilize educational personnel of all kinds. Fellowships have been provided for study in the environmental sciences under the Act's Higher Education Personnel Training Programs. For information concerning the follow-ship program and participating institutions, contact the appropriate Regional Coordinator, EPDA Fellowship Program, Graduate Academic Programs Branch, Bureau of Higher Education, U.S. Office of Education, Washington, D.C. 20202, or your state education department.

Private Funds

Numerous sources of financial aid are available for outdoor education from agencies, organizations, and foundations such as those discussed in the following paragraphs.

America the Beautiful Fund

Support under this fund is provided for a variety of activities, among which are preservation of natural landscapes, ecology and land projects, artwork and environmental conservation, restoration of American landmarks and small towns, and environmental communications (including conferences and teach-ins).

Individuals should identify a specific environmental conservation problem and state how his energy, skills, and training can be used to improve man-made environments or save and enhance natural beauty. Incentive grants of between $100 and $1500 are available, with $600 being the average seed grant.

Projects should be sponsored by a community group with active civic interests. A letter of one or two pages explaining the project,

summarizing the applicable training and interests, and verifying the community's or institution's interest in having this service should be submitted. Indication should be made as to whether the local government, other civic organization, or a private patron will help support the project financially since local support increases the probability of project success. The use of grant funds asked for should be specified.

Submit the application--directly or through a sponsor such as a local governmental official, the chairman of a university department, or a professional environmental designer--to America the Beautiful Fund of the Natural Area Council, Inc., 219 Shoreham Building, Washington, D.C. 20005.

American Conservation Association, Inc.

This association is concerned with increasing knowledge about environmental problems and enhancing public awareness of critical issues in the areas of conservation, outdoor recreation, and natural beauty.

The association provides modest grants to organizations, as well as directly carrying out its own projects. Emphasis is placed on new programs and projects where modest support appears to hold the promise of maximum effect. Funds are not provided to support curricula or facilities for educational institutions or grants made to individuals.

A letter describing the specific proposed project of the organization should be submitted for consideration to the American Conservation Association, Inc., 30 Rockefeller Plaza, New York, New York 10020.

National Wildlife Federation

The National Wildlife Federation provides conservation fellowships to foster advanced study and research in conservation, natural resource management, and related fields.

An applicant must be accepted as a candidate for a doctoral

degree at an accredited college or university or must be involved in post-doctorate research. Stipends up to $4000 are awarded for individuals working on a doctorate degree or on post-doctorate research. The closing date for receipt of applications is December 31 of each year.

For application forms, write to Executive Director, National Wildlife Federation, 1412 Sixteenth Street, N.W., Washington, D.C. 20036.

Resources for the Future, Inc.

The purposes of these fellowships are (1) to assist qualified graduate students in completing doctoral dissertation work and (2) to stimulate their interest in the application of social science disciplines to problems in the field of natural resources.

Fellowship candidates must be nominated by the academic department in which they are doctoral candidates. Direct applications are not accepted. Nominees must have completed all requirements for the doctorate except the dissertation. The basic fellowship stipend is $4000.

Additional information is available from Resources for the Future, Inc., Fellowship Program, 1755 Massachusetts Avenue, Washington, D.C. 20036.

Wildlife Management Institute

Each year, the institute issues a limited number of grants-in-aid to graduate students for work conducted as a part of their academic training. Preference is given to studies concerned with wildlife management.

Letters of application for assistance should be submitted by the first of November. Applications for modest grants have a better chance of receiving favorable consideration.

Specific information is available from the Wildlife Management

Institute, 709 Wire Building, Washington, D.C. 20005.

Small Business

A small business may take 10 percent of its gross income for tax deduction if the business contributes to a nonprofit organization. Additionally, the increased awareness and concern for environmental problems by local business corporations could result in financial assistance for community projects that include outdoor education and conservation experiences.

W.K. Kellogg Foundation

A $2,000,000 two-part grant program entitled College Resources for Environmental Studies (CRES) is aimed at enlisting the human resources of small, private, liberal arts colleges by encouraging their faculties and students to learn about and protect the environment.

The CRES Resource Grants Program offers aid for these colleges to enlarge their collections of books and other educational materials concerned with environmental problems. The CRES Project Grants Program is a search for special projects relating to the ecological crisis that will challenge students and faculties to produce innovations in curriculum and teaching or service to the surrounding communities.

The W.K. Kellogg Foundation gave some financial support to outdoor education in the earlier years, particularly for programs and facilities for schools in the area of Battle Creek, Michigan. Some grants were made to state departments of education in the late 1940's. While the foundation has not made recent grants specifically for outdoor education, the CRES programs indicate the foundation's interest in the general areas of environmental quality, conservation, and outdoor education.

For information on the CRES program, write to the W.K. Kellogg Foundation, 400 North Michigan Avenue, Battle Creek, Michigan 49016.

Marcia Brady Tucker Foundation, Inc.

This foundation has contributed funds, on a limited basis, for conservation projects. Any organization desiring to apply for a grant from the foundation should present the request in letter form to be examined, processed, and presented to the board of directors. Mail requests to the Marcia Brady Tucker Foundation, P. O. Box 549, Mt. Kisco, New York 10549.

W. Clement and Jessie V. Stone Foundation

The Stone Foundation is dedicated (1) to inspiring individuals to realize their potentials and use their unique talents for the common good and (2) to further programs that encourage positive attitudes toward life and faith in the future.

The foundation supports educational projects which seem likely to make one or more of the following contributions: (1) to solve a significant educational problem by providing an answer that can be used in many other places; (2) to provide important educational services to people who need such services and are not able to get them without outside assistance; and (3) to furnish support for institutions or organizations that are rendering, or show promise of rendering, important educational services.

To obtain an official grant request form, write a letter stating the intent or purpose of the grant and send it to the W. Clement and Jessie V. Stone Foundation, Suite 2720, Prudential Plaza, Chicago, Illinois 60601.

The E. Matilda Ziegler Foundation for the Blind, Inc.

From time to time, this foundation has made modest grants to institutions (public or private), corporations, or individuals engaged in the care, maintenance, treatment, or education of the blind. Project proposals should be sent to The E. Matilda Ziegler Foundation for the Blind, Inc., 250 Park Avenue, New York, New York 10017.

Community Garden Clubs

Community garden clubs can often be sources of financial support for school gardens and other types of outdoor education activities. To obtain the name and address of the president of the garden club in your community, write to The Garden Club of America, Conservation Committee, 598 Madison Avenue, New York, New York 10022.

Community Organizations

Numerous community organizations are possible sources of funding for outdoor education. A few organizations that have given financial support for local programs of outdoor education are the Kiwanis Club, Rotary Club, Easter Seal Society, and Federation of Women's Clubs. These and other organizations in your community should be contacted to determine the support they might provide for outdoor education.*

Summary

Funding for outdoor education can come from many sources. It is felt that, since outdoor education is an integral part of the school program and serves as a means of enriching the educational curriculum, the primary source of funding should come from local school tax funds.

On the following page starts a tabular summary of funds currently available for outdoor education--including state, Federal, and private support. This listing is not all-inclusive, especially due to the fact that the increasing public concern for environmental problems and the importance of education in contributing to the solution of these problems could bring about new sources of funding for outdoor education as a result of school, community, and legislative action.

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*A resource that might be used in locating community organizations is Encyclopedia of Associations. National Organizations of the United States, Vol. I (6th ed.). Detroit: Gale Research Co., 1970.

SOURCES OF FUNDING OUTDOOR EDUCATION

Types of Funds	Purpose	Who May Apply	Where to Get Information
Local School Tax Funds	To provide educational programs and services for local school districts	Those eligible for funds provided via state legislation	Local school district
State Funds			
Boards of Cooperative Educational Services	To provide shared-service programs and services to local school districts	Local school districts	State education department
Inservice Education of Teachers	To increase the knowledge and technical competence of teachers	Local school districts, colleges, and universities	State education department
Urban Education	To assist urban school districts in providing programs and services	Local school districts	State education department
Vocational Education	To assist school districts in developing new programs and maintaining existing programs of vocational education	Local school districts	State education department
Education of the Handicapped	To provide instructional services for handicapped children	Local school districts	State education department
Federal Funds			
Environmental Education Act	To support new and improved environmental quality curricula and programs	Schools, colleges, and nonprofit organizations	U.S. Office of Education

Types of Funds	Purpose	Who May Apply	Where to Get Information
Federal Funds (cont'd.)			
Legacy of Parks Program	To meet the recreation and open-space needs of people in cities and towns	Cities, towns, and other local governments	U.S. Department of Housing and Urban Development
Land and Water Conservation Fund	To assist states in preserving and developing outdoor recreation resources	State and political subdivisions	U.S. Department of the Interior
Elementary and Secondary Education Act			
Title I	For the education of children of low-income families	Local school districts	State education department
Title II	For acquisition of school library resources	Public agencies	State education department
Title III	For supplementary educational centers and services	Local school districts	State education department
Title IV	For educational research, surveys, and demonstrations	Colleges, universities, and other public and private agencies	National Center for Educational Research & Development, U.S. Office of Education
Title VIII	For programs to reduce the number of children not completing their education in elementary and secondary schools	Local education agencies	U.S. Office of Education

Education of the Handicapped Act	To initiate, expand, or improve programs for handicapped children	State or local public agencies and schools	Bureau of Education for the Handicapped, U.S. Office of Education
Federal Property and Administrative Services Act	To provide educational and health institutions with surplus property	Educational and health institutions	State Agency for Surplus Property
National Forest Camps	To construct and operate camps in National Forests	School districts or other public agencies	Forest Service, U.S. Department of Agriculture
Recreation and Public Purposes Act	To purchase or lease land for educational or recreational use	School districts or other public agencies	U.S. Department of the Interior
Education Professions Development Act	To train and retrain educational personnel	School districts, colleges, universities, and state education agencies	U.S. Office of Education State education department

Private Funds

America the Beautiful Fund	To further conservation, ecology, and environmental projects	Individuals and community groups	America the Beautiful Fund
American Conservation Association, Inc.	To enhance public awareness of conservation issues	Public and private organizations	American Conservation Association, Inc.
National Wildlife Federation	To foster advanced study and research in conservation and related fields	Doctoral degree candidates	National Wildlife Federation
Resources for the Future, Inc.	To assist graduate students in completing doctoral dissertation work	Doctoral degree candidates	Resources for the Future, Inc.

Types of Funds	Purpose	Who May Apply	Where to Get Information
Private Funds (cont'd.)			
Wildlife Management Institute	To assist graduate students in studies of wildlife management	Graduate students	Wildlife Management Institute
Small Business	To foster community projects concerned with environmental problems	School and community agencies and organizations	Local community businesses
W.K. Kellogg Foundation	To stimulate faculties and students to learn about the environment	Small, private, liberal arts colleges	W.K. Kellogg Foundation
Marcia Brady Tucker Foundation, Inc.	To foster the study of conservation	Community organizations and agencies	Marcia Brady Tucker Foundation, Inc.
W. Clement and Jessie V. Stone Foundation	To assist institutions or organizations that render important educational services	Educational institutions or community organizations	W. Clement and Jessie V. Stone Foundation
E. Matilda Ziegler Foundation for the Blind, Inc.	To assist in the care and education of the blind	Individuals, institutions, or corporations involved with the blind	E. Matilda Ziegler Foundation for the Blind, Inc.
Community Garden Clubs	To develop an understanding and appreciation of nature through garden activities	Local school districts	The Garden Club of America

STATE EDUCATION DEPARTMENTS

Alabama

State Department of Education, State Office Building, Montgomery 36104

Alaska

State Department of Education, Juneau 99801

Arizona

State Department of Public Instruction, 1626 W. Washington, Phoenix 85007

Arkansas

State Department of Education, Little Rock 72201

California

State Department of Education, 721 Capitol Mall, Sacramento 95814

Colorado

Department of Education, 201 East Colfax, Denver 80203

Connecticut

State Department of Education, State Office Building, Hartford 06115

Delaware

State Department of Public Instruction, Dover 19901

Florida

State Department of Education, Tallahassee 32304

Georgia

State Department of Education, State Offices Building, Atlanta 30334

Hawaii

Department of Public Instruction, Box 2360, Honolulu 96804

Idaho

State Department of Education, 209 Eastman Building, Boise 83702

Illinois

Office of Public Instruction, 312 South 2nd Street, Springfield 62706

Indiana

State Board of Health, 1330 West Michigan Street, Indianapolis 46202

Iowa

State Department of Public Instruction, Des Moines 50319

Kansas

State Department of Education, State Education Building,

120 East 10th Street, Topeka 66612

Kentucky

Department of Education, State Office Building, Frankfort 40601

Louisiana

State Department of Education, P. O. Box 44064, Baton Rouge 70804

Maine

State Department of Education, Augusta 04330

Maryland

State Department of Education, 13 Maryland Avenue, Towson 21204

Massachusetts

State Department of Education, 182 Tremont Street, Boston 02111

Michigan

State Department of Education, Box 420, Lansing 48902

Minnesota

State Department of Education, 400 Centennial Building, St. Paul 55101

Mississippi

State Department of Education, P. O. Box 771, Jackson 39505

Missouri

State Department of Education, Jefferson City 65101

Montana

Office of the Superintendent of Public Instruction, State Capitol,

Helena 59601

Nebraska

State Department of Education, State Capitol, Lincoln 68509

Nevada

State Department of Education, Carson City 89701

New Hampshire

State Department of Education, State House Annex, Concord 03301

New Jersey

State Department of Education, 225 West State Street, Trenton 08625

New Mexico

State Department of Education, Educational Building, Santa Fe 87501

New York

State Department of Education, Albany 12224

North Carolina

State Department of Public Instruction, 1004 Hardimont Road, Raleigh 27609

North Dakota

State Department of Public Instruction, Bismarck 58501

Ohio

State Department of Education, Columbus 43215

Oklahoma

State Department of Education, State Capitol, Oklahoma City 73105

Oregon

State Department of Education, 942 Lancaster Drive, N.E., Salem 97310

Pennsylvania

Department of Public Instruction, Box 911, Harrisburg 17126

Rhode Island

Department of Education, Roger Williams Building, Hayes Street, Providence 02908

South Carolina

Department of Education, Rutledge State Office Building, Columbia 29201

South Dakota

Department of Public Instruction, State Capitol Building, Pierre 57501

Tennessee

Department of Education, 132-C Hull Building, Nashville 37219

Texas

Texas Education Agency, Capitol Station, 201 East 11th Street, Austin 78711

Utah

State Department of Education, 1400 University Club Building, 136 East South Temple, Salt Lake City 84111

Vermont

State Department of Education, State Office Building, Montpelier 05602

Virginia

State Department of Education, Richmond 23216

Washington

State Office of Public Instruction, P. O. Box 527, Olympia 98501

West Virginia

State Department of Education, Charleston 25305

Wisconsin

State Department of Public Instruction, 126 Langdon Street, Madison 53702

Wyoming

State Department of Education, Cheyenne 82002

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT REGIONAL OFFICES

Region I

Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont: 26 Federal Plaza, New York, New York 10007

Region II

Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, Virginia, West Virginia: The Curtis Building, 6th and Walnut Streets, Philadelphia, Pennsylvania 19106

Region III

Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee: Room 645, Peachtree-Seventh Building, Atlanta, Georgia 30323

Region IV

Illinois, Indiana, Iowa, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin: Room 1500, 360 North Michigan Avenue, Chicago, Illinois 60601

Region V

Arkansas, Colorado, Kansas, Louisiana, Missouri, New Mexico, Oklahoma, Texas: Room 2075, Federal Center, 3000 West Vickery Boulevard, Fort Worth, Texas 76104

Region VI

Arizona, California, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming, Alaska, Guam, Hawaii: 450 Golden Gate Avenue, P. O. Box 36003, San Francisco, California 94102

Region VII

Puerto Rico, Virgin Islands: 1608 Ponce de Leon Avenue, P. O. Box 9093, Santurce, Puerto Rico 00908

BUREAU OF OUTDOOR RECREATION REGIONAL OFFICES

Northeast Region

Regional Director, Federal Building, 7th Floor, 1421 Cherry Street, Philadelphia, Pennsylvania 19102 (Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, West Virginia

Southeast Region

Regional Director, 810 New Walton Building, Atlanta, Georgia 30303 (Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee, Virgin Islands, Virginia)

Lake Central Region

Regional Director, 3853 Research Park Drive, Ann Arbor, Michigan 48104 (Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Missouri, Ohio, Wisconsin)

Mid-Continent Region

Regional Director, Building 41, Denver Federal Center, Denver, Colorado 80225 (Colorado, Kansas, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Wyoming)

Pacific Northwest Region

Regional Director, 1000 Second Avenue, Seattle, Washington 98104 (Alaska, Idaho, Montana, Oregon, Washington)

Pacific Southwest Region

Regional Director, Box 36062, 450 Golden Gate Avenue, San Francisco, California 94102 (American Samoa, Arizona, California, Guam, Hawaii, Nevada, Utah)

U.S. OFFICE OF EDUCATION REGIONAL OFFICES

Region I Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont	Regional Research Program U.S. Office of Education/DHEW John F. Kennedy Federal Building Boston, Massachusetts 02203
Region II New Jersey, New York, Puerto Rico, Virgin Islands	Regional Research Program U.S. Office of Education/DHEW 26 Federal Plaza, Room 1013 New York, New York 10007
Region III Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia	Regional Research Program U.S. Office of Education/DHEW 401 North Broad Street Philadelphia, Pennsylvania 19108
Region IV Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee	Regional Research Program U.S. Office of Education/DHEW 50 Seventh Street, N.E., Room 404 Atlanta, Georgia 30323
Region V Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin	Regional Research Program U.S. Office of Education/DHEW 226 West Jackson Boulevard Chicago, Illinois 60607
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Region VII Iowa, Kansas, Missouri, Nebraska	Regional Research Program U.S. Office of Education/DHEW 601 East 12th Street Kansas City, Missouri 64106
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Region IX Arizona, California, Hawaii, Nevada, American Samoa, Wake Island, Guam, Trust Territory in the Marianas	Regional Research Program U.S. Office of Education/DHEW 50 Fulton Street San Francisco, California 94102
Region X Alaska, Idaho, Oregon, Washington	Regional Research Program U.S. Office of Education/DHEW Arcade Plaza Building 1319 Second Avenue Seattle, Washington 98101

STATE AGENCIES FOR SURPLUS PROPERTY

Alabama
State Agency for Surplus Property
P. O. Box 1100
Gadsden, Alabama 35902

Alaska
Department of Administration
Attn.: Alaska Surplus Property Service
810 MacKay Building
338 Denali Street
Anchorage, Alaska 99501

Arizona
Arizona Surplus Property Agency
5415 East Washington Street
Phoenix, Arizona 85034

Arkansas

Arkansas State Agency for Surplus Property
State Education Building
Little Rock, Arkansas 72201

California
California State Educational Agency
for Surplus Property
721 Capitol Mall
Sacramento, California 95814

Colorado
Colorado Surplus Property Agency
4700 Leetsdale Drive
Denver, Colorado 80222

Connecticut
State Agency for Surplus Property
60 State Street
Rear of Motor Vehicle Department
Wethersfield, Connecticut 06109

Delaware
State Distribution Agency
P. O. Box 299
Delaware City, Delaware 19706

District of Columbia
District of Columbia Educational
Surplus Property Division
Suite 707, Munsey Building
1329 E. Street, N.W.
Washington, D.C. 20004

Florida
Surplus Property Division
Florida Board of Commissioners of
State Institutions
Gains and Adams Streets, Room 509B
Tallahassee, Florida 32304

Georgia
Surplus Property Services
State Department of Education
1050 Murphy Avenue, S.W.
Atlanta, Georgia 30310

Hawaii
Surplus Property Branch
Department of Accounting and
General Services
759 Kelikoi Street
Honolulu, Hawaii 96813

Idaho
Idaho Surplus Property Agency
P. O. Box 7114
Boise, Idaho 83707

Illinois
Federal Surplus Property
Utilization Section
P. O. Box 1236
Springfield, Illinois 62705

Indiana
Indiana Agency for Federal
Surplus Property
601 Kentucky Avenue
Indianapolis, Indiana 46225

Iowa
State Agency for Surplus Property
Department of Public Instruction
State Office Building
Des Moines, Iowa 50319

Kansas
Surplus Property Section
Department of Administration
Rural Route No. 4, Box 36A
Topeka, Kansas 66603

Kentucky
Division of Property Utilization
State Department of Education
State Office Building
Frankfort, Kentucky 40601

Louisiana
Louisiana Surplus Property Agency
P. O. Box 44351, Capitol Station
Baton Rouge, Louisiana 70804

Maine
Maine State Agency for Surplus Property
P. O. Box 336
Winthrop, Maine

Maryland
Maryland State Agency for Surplus Property
P. O. Box 206
College Park, Maryland 20740

Massachusetts
Massachusetts State Agency for Surplus Property
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111

Michigan
Federal Surplus Property Section
3369 North Logan Street - Station B
Lansing, Michigan 48913

Minnesota
Surplus Property Section
Department of Administration
State of Minnesota Distribution Center
5420 Highway 8, Arden Hills
New Brighton, Minnesota 55112

Mississippi
Surplus Property Procurement Commission
P. O. Box 5778
Whitfield Road
Jackson, Mississippi 39208

Missouri
State Agency for Surplus Property
117 N. Riverside Drive
P. O. Box 1004
Jefferson City, Missouri 65101

Montana
Donable Property Division
State Department of Public Instruction
State Capitol Building
Helena, Montana 59601

Nebraska
State Agency for Surplus Property
Department of Education
State Capitol
Lincoln, Nebraska 68509

Nevada
Nevada State Purchasing Division
Attn.: Surplus Property Section
P. O. Box 2404
Barnett Way
Reno, Nevada 89505

New Hampshire
New Hampshire Distributing Agency
12 Hills Avenue
Concord, New Hampshire 03301

New Jersey
State Agency for Surplus Property
111 Franklin Street
Trenton, New Jersey 08611

New Mexico
New Mexico State Agency for Surplus Property
P. O. Box 4757 Coronado Station
Santa Fe, New Mexico 87501

New York
State Educational Agency for Surplus Property
State Education Building
Albany, New York 12224

North Carolina
North Carolina Federal Property Agency
P. O. Box 9553
Raleigh, North Carolina 97203

North Dakota
State Agency for Surplus Property
Department of Public Instruction
State Capitol
Bismarck, North Dakota 58501

Ohio
State Agency for Property Utilization
State Department of Education
3201 Alberta Street
Columbus, Ohio 43204

Oklahoma
Oklahoma State Agency for
Surplus Property
P. O. Box 11355
Oklahoma City, Oklahoma 73111

Oregon
Property Utilization Division
Department of General Services
1361 Madison Street, N.E.
P. O. Box 7136
Salem, Oregon 97310

Pennsylvania
Bureau of Federal Surplus Property
2221 Forster Street
P. O. Box 1365
Harrisburg, Pennsylvania 17125

Puerto Rico
Government Services Office
Department of Treasury
P. O. Box 4112
San Juan, Puerto Rico 00905

Rhode Island
Surplus Property Section
Division of Purchases
State Department of Administration
Room B-14, Roger Williams Building
Hayes Street
Providence, Rhode Island 02908

South Carolina
Surplus Property Section
300 Gervais Street, Room 110
Columbia, South Carolina 29201

South Dakota
State Agency for Surplus Property
20 Colorado, S.W.
Huron, South Dakota 57350

Tennessee
State Educational Agency for
Surplus Property
6500 Centennial Boulevard
Nashville, Tennessee 37209

Texas
Texas State Agency for Surplus Property
3507 Copeland
P. O. Box 8120, Wainwright Station
San Antonio, Texas 78208

Utah
Utah State Agency for Surplus Property
1850 West 1500 South
Salt Lake City, Utah 84104

Vermont
Central Surplus Property Agency
Purchasing Division
Department of Administration
Montpelier, Vermont 05602

Virginia
Virginia State Agency for Federal
Surplus Property
Department of Purchases and Supply
P. O. Box 1199
Richmond, Virginia 23209

Virgin Islands
Property Division
Department of Property and Procurement
Government of the Virgin Islands of
the United States
Charlotte Amalie
St. Thomas, Virgin Islands 00801

Washington
Surplus Property Section
Division of Purchasing
4140 East Marginal Way
Seattle, Washington 98134

West Virginia
State Agency for Surplus Property
2700 Charles Avenue
Dunbar, West Virginia 25064

Wisconsin
State Agency for Surplus Property
Department of Public Instruction
2534 Fish Hatchery Road
Madison, Wisconsin 53713

Wyoming
Wyoming State Agency for
Surplus Property
State Department of Education
P. O. Box 2106
Cheyenne, Wyoming 82001